

<b>Lesson 1: Let's Argue</b> (1 45-60 minute block)	
Objectives	<p>By the end of the lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the importance of argumentative writing using personal examples in a written reflection.</li> <li>2. Identify elements of argumentative writing in a student exemplar using correct argumentative vocabulary.</li> </ol>
Materials	<p>One World Journal (OWJ), pgs. 3-5            Chart paper or white board and markers            Projector or SMART board</p>
Central Questions	<ol style="list-style-type: none"> <li>1. What is the purpose of argumentative writing?</li> <li>2. What are the components of a strong argument?</li> <li>3. What do I want to change in my community?</li> </ol>
Do Now	<ol style="list-style-type: none"> <li>1. Post the following questions:               <ol style="list-style-type: none"> <li>a. <i>Describe a time when you've had an argument with someone.</i></li> <li>b. <i>With whom did you argue?</i></li> <li>c. <i>What was the outcome?</i></li> <li>d. <i>How did you try to convince them to take your side? Give specific examples.</i></li> <li>e. <i>Why is arguing an important skill?</i></li> </ol> </li> <li>2. Allow students to reflect on the questions. Lead the class in a brief discussion to elicit responses that establish the importance and relevance of argumentation, explaining that the One World curriculum will help students to develop argumentation skills.</li> </ol>
Lesson	<p><b>Exercise 1: Importance of Argumentation</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. As a class, read the "Welcome" in OWJ, pg. 3.</li> <li>2. Direct students to <b>Think-Pair-Share</b> responses to these questions:           <ul style="list-style-type: none"> <li>• <i>In the future, when might argumentative writing skills help you?</i></li> <li>• <i>What issues do you think are worth arguing about?</i></li> </ul> </li> <li>3. Direct students to write a response to the reflection questions in "The Importance of Argumentation," OWJ, pg. 3.</li> </ol> <p><b>Assessment:</b> Completion of the reflection questions, "The Importance of Argumentation," OWJ, pg. 3.</p> <p><b>Exercise 2: Argumentative Vocabulary</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Introduce "Argumentative Writing Vocabulary," OWJ, pg. 4. Students will write examples from this activity in their journal. <b>Note:</b> You can use the example topic provided below or choose a different topic to meet the needs and interests of your students.</li> </ol>

2. Post: *Imagine that the United States is deciding whether or not the minimum wage should be raised to \$15 across the entire country. Some people think this is a good idea because it means that workers will better be able to provide for their families. On the other hand, some people think this would be bad for small business owners.*
3. Ask: What is this paragraph about? (the minimum wage). Tell students that the general subject of an argumentative essay is called the **topic**.
4. Ask students to **Turn & Talk** with a neighbor to share their opinion on the topic of minimum wage. After students share, explain that **point of view** represents a person's preference or the way he or she feels about a topic. It does not need to convince people.
5. Explain that a **claim** states the problem you want to solve and the solution you recommend. Ask students to review two statements and explain which is the point of view and which is the claim. Post:
  - *People should be paid fairly for their work.* (point of view)
  - *The minimum wage should be raised to \$15 per hour so that hardworking families do not have to struggle.* (claim)
6. Explain the next part of an argument is the **reasoning**. The reasoning explains the issue you stated in your claim and explains why something should be done to fix the problem. Post: *As the cost of living in the United States has risen, the minimum wage has not grown. Workers need to be paid more to keep the same quality of life they had in previous generations.*
7. Tell students that an argument needs **evidence** to support it. Evidence can be specific facts, quotes, and/or statistics from trustworthy sources that support your claim and reasoning. Post: *According to a 2014 Congressional Budget Office Report, "Increasing the minimum wage to \$9 would lift 300,000 people out of poverty."*
8. Tell students that the **warrant** is the explanation of how the evidence proves your claim. Post: *This data demonstrates that raising the minimum wage by just a few dollars would have a positive impact on many people's lives.*
9. Remind students that not everyone will share their point of view. The best arguments anticipate how someone would argue against a claim. Ask: Who would *not* want to raise the minimum wage? Why? Explain that this is the **counterclaim**, and in order to convince the audience, you will need to prove them wrong. Post: *Small businesses will not be able to afford paying a \$15 minimum wage to workers, so they will have to fire workers or go out of business.*
10. Explain that after students figure out the counterclaim, they will need to provide strong evidence against the counterclaim. This is called the **rebuttal**. Post: *Seattle voted to increase the minimum wage to \$15 in 2015. Businesses threatened to leave, but according to Vox.com, new restaurants continue to open in Seattle, and the number of jobs in restaurants and bars has actually increased from 134,000 to 158,000 since 2015 (Zeitlin).*
11. Direct students to "Argumentative Vocabulary Practice," OWJ, pg. 5. Put students into small groups to work on the vocabulary activity. Circulate to check for understanding and provide support.

<b>Assessment:</b> Completion of “Argumentative Vocabulary Practice,” OWJ, pg. 5.	
<b>Differentiation</b>	
Extend	<ul style="list-style-type: none"> <li>• Ask a student leader to facilitate the labeling of the student exemplar in “Argumentative Vocabulary Practice,” OWJ, pg. 5.</li> <li>• Elicit student examples for each vocabulary term.</li> </ul>
Language Development	<ul style="list-style-type: none"> <li>• Provide sentence starters for “The Importance of Argumentation,” OWJ, pg. 3. <ul style="list-style-type: none"> <li>○ Knowing how to argue is helpful because...</li> <li>○ Learning how to write an argument will help me...</li> </ul> </li> <li>• Provide highlighters so students can identify each element with a different color.</li> <li>• Create a color-coded anchor chart for each vocabulary term.</li> <li>• Start a running list of sentence starters for each element of argumentative writing for students to reference (e.g., Introducing Evidence → According to [name of source]).</li> </ul>

<b>Lesson Reflection</b>	
What worked well?	What would you change for next time?